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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: (1) communication interaction pattern training, (2) the relationship between cognitive switching and the nonverbal form complexity of a televised newscast, (3) the behavioral repertoire of senior law students, (4) effects of systematic interpersonal communications training on potential leisure counselors, (5) sources of communication in health education classes, (6) administration and assessment of a systematic nonverbal skill training program for beginning counselors, (7) the administrative tasks and functions of the director of biomedical communications as perceived by his administrative superior, (8) communication satisfaction in four rural school systems, (9) communication in process consultation, (10) patterns of communication in social studies discussions in a sixth and seventh grade classroom, (11) the leadership styles and effectiveness dimensions of principals and their relationship with reading gain scores of students, (12) communication in the public service industry, (13) friendship as a communicative achievement, (14) political message targeting and system implementation, and (15) the sociological aspects of religious communication. (FL)

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Abstracts of the following dissertations are included in this collection:

Adams, Kenneth J.
COMMUNICATION INTERACTION PATTERN TRAINING

Book, Terrell Jean
AN EXAMINATION OF THE RELATIONSHIP BETWEEN COGNITIVE SWITCHING AND THE NONVERBAL FORM COMPLEXITY OF A TELEVISED NEWSCAST

Canfield, Allan LeRoy
THE BEHAVIORAL REPERTOIRE OF SENIOR LAW STUDENTS: RELATIONSHIPS BETWEEN ACADEMIC PERFORMANCE, VALUES HELD, AND ORAL AND WRITTEN COMMUNICATIVE ABILITIES

Garret, Roger Wayne
EFFECTS OF SYSTEMATIC INTERPERSONAL COMMUNICATIONS TRAINING ON POTENTIAL LEISURE COUNSELORS

Giarratano, Susan Cecile
AN ASSESSMENT OF SOURCES OF COMMUNICATION IN HEALTH EDUCATION CLASSES

Grotgen, John Frederick, Jr.
ADMINISTRATION AND ASSESSMENT OF A SYSTEMATIC NONVERBAL SKILL TRAINING PROGRAM FOR BEGINNING COUNSELORS

Hall, Richard Stephen
A STUDY OF THE ADMINISTRATIVE TASKS AND FUNCTIONS OF THE DIRECTOR OF BIOMEDICAL COMMUNICATIONS AS PERCEIVED BY THE DIRECTOR AND HIS ADMINISTRATIVE SUPERIOR

Jones, Jean Waits
ANALYSIS OF COMMUNICATION SATISFACTION IN FOUR RURAL SCHOOL SYSTEMS

Lange, Jonathan Isaac
A MODEL OF COMMUNICATION IN PROCESS CONSULTATION

MacDonald, Judith Brown
PATTERNS OF COMMUNICATION IN SOCIAL STUDIES DISCUSSIONS IN A SIXTH/SEVENTH GRADE CLASSROOM

McMahon-Dumas, Carmen Elethea
AN INVESTIGATION OF THE LEADERSHIP STYLES AND EFFECTIVENESS DIMENSIONS OF PRINCIPALS, AND THEIR RELATIONSHIP WITH READING GAIN SCORES OF STUDENTS IN THE WASHINGTON, D.C., PUBLIC SCHOOLS

Moore, Kermit Paul
IT'S NOT JUST THE BUS IT'S US: A CASE STUDY OF COMMUNICATION IN THE MASS SERVICE INDUSTRY

Rawlins, William Keith
FRIENDSHIP AS A COMMUNICATIVE ACHIEVEMENT: A THEORY AND AN INTERPRETIVE ANALYSIS OF VERBAL REPORTS

Weaver, Ruth Ann
POLITICAL MESSAGE TARGETING AND SYSTEM IMPLEMENTATION: AN ANALYSIS OF EFFECTIVENESS

Webster Jonathan James
SOME SOCIOLINGUISTIC ASPECTS OF RELIGIOUS COMMUNICATION

COMMUNICATION INTERACTION PATTERN TRAINING

Order No. 8127779

ADAMS, KENNETH J., PH.D. *The University of Utah*, 1981. 70pp. Chairman: Merlin J. Mecham

The importance of the environment relative to the acquisition and development of language has, in recent years, received increased support. Models describing the use of the care-giver in the treatment process have been widely advocated. Research has emphasized the importance of environmental influences relative to the development of language.

This study considered the concept of care-giver involvement in the treatment process relative to the institutionalized mentally retarded individual. The question under investigation was, "Can communicative interaction patterns of direct-care personnel in an institutional setting be changed through interaction pattern training?

Using a multiple baseline design, six subjects from the Utah State Training School, selected from a stratified random sample, were assigned to one of three treatment groups. Each subject was observed two times per day, three days per week for six weeks by one of three independent observers. A follow-up observation was conducted three weeks post training in order to assess the effects of generalization of the training procedures. The subjects received initial inservice training in the use of interaction pattern training as well as weekly follow-up instruction throughout the study.

The results of the study analyzed by graphic data analysis and a randomization test for correlated means indicated that the training procedures were highly affective in bringing about the desired change. A probability coefficient of .046 indicated that the changes were not due to chance.

Although the results of the study were encouraging as to the utility of the interaction pattern training strategy, it was recommended that additional replication of the study was necessary before definitive statements of various benefits of the patterns could be offered. It was also recommended that alternative uses for the strategy be considered in future research and that such efforts address themselves to the need for determining the effects of each of the individually selected interaction patterns of the behavior of the patients.

AN EXAMINATION OF THE RELATIONSHIP BETWEEN COGNITIVE SWITCHING AND THE NONVERBAL FORM COMPLEXITY OF A TELEVISED NEWSCAST

Order No. 8121768

BOOK, TERRELL JEAN, PH.D. *The Ohio State University*, 1981. 168pp. Adviser: Professor Thomas A. McCain

When the individual processes a televised newscast, s/he must process the structure or form of the message as well as the content of the message. The focus of the research being abstracted was upon the relationship between the cognitive switching behaviors of the subjects processing a televised newscast and the nonverbal form complexity of that newscast.

Cognitive switching behaviors were operationalized as the overall switching frequency, average number of switches per minute, total time spent in each of six functional states, and the average number of seconds per minute spent in each functional state. Subjects were ranked according to the average number of switches per minute and average number of seconds per minute in each state. These rankings were then used to identify the 15 subjects who switched functional states most often and those who used each functional state the most. The rankings were also used to identify the 15 subjects who switched least often and who used each functional state the least. Through an examination of these rankings, it was concluded that two distinct sub groups of subjects had been identified, one which accounted for most of the variance in the cognitive switching data and one which accounted for very little of the variance in the cognitive switching data. An examination of the total time spent by all subjects across all of the functional states revealed that the Think and Agree states were used by the subjects approximately 55% of the time. Previous knowledge, prior exposure, and involvement were examined as potential explanations for the heavy use of the Think and Agree states.

The nonverbal form complexity of the televised newscasts was operationalized in terms of nine production variables drawn from three conceptual areas: (1) Dynamic Complexity--subject movement, camera movement, editing rate, and facial gesturing; (2) Static Complexity--image size, camera angle, and background detail; and (3) Audio Complexity--audio verbal and audio nonverbal. The nonverbal form complexity data were examined and revealed that the newscast could be characterized as being low to moderate in its overall complexity.

A multivariate regression analysis was employed to examine the relationship between the cognitive switching behaviors of the subjects and the nonverbal form complexity of the televised newscast. Overall, only approximately 20% of the variance of the cognitive switching data could be explained by the variance in the nonverbal form complexity data. An examination of each of the multiple regression equations computed for the cognitive switching variables revealed that, with the exception of the Think and Question states, the direction of the relationships indicated that increases in the nonverbal form complexity were generally associated with increases in the cognitive switching behaviors. In the case of the Think and Question states, however, the direction of the relationships seemed to indicate that increases in the nonverbal form complexity of the televised newscast tended to be associated with decreases in the use of the Think and Question states.

The two major conclusions reached were: (1) While only approximately 20% of the variance in the cognitive switching behaviors could be accounted for by the variance in the nonverbal form complexity data, this still meant that production decisions based largely upon aesthetic bases had ramifications beyond the purely aesthetic. (2) If a complex message can be associated with a decrease in the use of the evaluative labels of Think and Question, then the construction of messages that contain information that must be evaluatively processed must be undertaken with great care and attention to the nonverbal form of complexity of the message.

THE BEHAVIORAL REPERTOIRE OF SENIOR LAW STUDENTS: RELATIONSHIPS BETWEEN ACADEMIC PERFORMANCE, VALUES HELD, AND ORAL AND WRITTEN COMMUNICATIVE ABILITIES

Order No. 8114653

CANFIELD, ALLAN LEROY, PH.D. *State University of New York at Buffalo*, 1981. 170pp.

Lawyers play important roles in American society. To be effective, they must possess a behavioral repertoire which includes knowledge, communicative abilities and selected, desirable values.

Law schools are charged with the responsibility to teach students to think and act like lawyers, implying that law schools must help produce this desired, behavioral repertoire. Yet, little is known about the repertoire, or how the major grading system used in law schools, that of the essay grade, is related to the repertoire. A knowledge of these relationships would enable law schools to improve their understanding of the outcomes of legal education, to answer criticisms aimed at the profession, and to plan curricular activities appropriately.

This case study of senior law students at the SUNY/Buffalo Law School attempted to determine the adequacy of the cumulative, current grade point average in assessing the desired repertoire. The major question asked whether there was a positive relationship between students' knowledge, communicative abilities, and values. Minor questions asked whether communicative abilities and values were related to each other and to the remainder of the independent variables.

Findings suggested that little relationship exists between the components of the desired behavioral repertoire. It was found that the

predisposition to verbal behavior, age, and conformity were more strongly related to academic performance than any of the measures currently used by the Admissions Committee including the LSAT score and the cumulative index. There was a slight, but tenuous suggestion, not extrapolated to the population due to instability in the data, that the younger, more conservative student performed better in law school than others. Other findings indicated that females preferred the value of conformity more than did their male counterparts, and that the student who valued leadership also had Machiavellian rather than benevolent traits. The finding that judges evaluated females positively and jurors evaluated them negatively requires replication before assuming its validity.

In sum, if the behavioral repertoire presumably desired by the SUNY/Buffalo Law School exists as a coherent reality, it would appear to be inadequately measured by the current, major grading system now in use. In addition to the grading of essays, other evaluative tools should be developed. The Admissions Committee should look more closely at the use of age and the predisposition to verbal behavior as possible indicators of academic potential. The role of values, particularly conservatism, is tenuous, as is the finding that judges and jurors evaluate females differently. Each finding should be studied using a larger, randomly selected sample to determine its importance. The theoretical and practical value of the concept of a desired behavioral repertoire, produced as an outcome in legal education, should be further explored.

EFFECTS OF SYSTEMATIC INTERPERSONAL COMMUNICATIONS TRAINING ON POTENTIAL LEISURE COUNSELORS

Order No. 8123056

GARRET, ROGER WAYNE, ED.D. *University of Georgia*, 1981. 165pp. Director: Ted A. Baumgartner

Purpose. The purpose of this study was to determine the effects of Systematic Interpersonal Communications (SIC) Training on the ability of potential leisure counselors to acquire and demonstrate specific interpersonal relationship skills which facilitate establishing rapport with a client.

Sample. The sample included 27 male and 33 female college students between the ages of 18 and 47 years of age who were randomly assigned to either the experimental (N = 26) or control group (N = 34). All subjects were enrolled in the department of Health, Physical Education, Recreation, and Dance at Georgia State University during the Spring Quarter of 1980. All subjects volunteered to participate in the study without compensation other than the training they received.

Research. A pretest/posttest video-taped evaluation of five interpersonal relationship skills was developed by the researcher. The pretest data established the baseline for the study. All subjects were pretested by video-taping them in a 7 minute interaction with a trained confederate where the leisure concerns of the confederate were discussed. Following the pretaping, the experimental group was given 16 hours of (SIC) training. When training was completed all subjects were again video-taped for the posttesting segment. Ratings of the video-tapes were compiled by a panel of raters (graduate counseling students who had completed the basic systematic helping skills courses).

Statistical Treatment of Data. A two tailed t-test for two independent means was utilized to compare the experimental and control groups on pretest and posttest scores for all five variables (interpersonal communications skills). The level of significance was established at .05. The magnitude of effect was determined by calculating a r point biserial correlation coefficient.

Findings. Findings strongly support the primary hypothesis that potential leisure counselors who received Systematic Interpersonal Communications Training have greater ability to establish rapport with a client than those receiving no training. The magnitude of effect ranged from .550 to .848.

Conclusions. Systematic Interpersonal Communications Training is an effective means of training potential leisure counselors in the skills which facilitate establishing rapport with a client. The acquisition of the nonverbal skills in 16 hours of training was demonstrated. Additional time needs to be allocated to facilitate the acquisition of the verbal skills.

AN ASSESSMENT OF SOURCES OF COMMUNICATION IN HEALTH EDUCATION CLASSES

Order No. 8120954

GIARRATANO, SUSAN CECILE, ED.D. *University of California, Los Angeles*, 1981. 238pp. Chairperson: Professor John D. McNeil

This study investigated the importance of the communicator in the presentation of health information regarding "stress," providing data on whether student knowledge can be influenced by varying the source of the communication using the model "bases of social power" (French and Raven, 1959; Raven, 1965). Interaction effects of the credibility of the communicator, sex, and grade level of the subject, were investigated. The development of a scale for the determination of potential coronary-prone behavior pattern in adolescents was undertaken.

Subjects were 236 adolescents, 115 males and 121 females, from six, seventh grade, and five, tenth grade health classes in a mixed ethnic and socioeconomic area of Los Angeles County.

The procedures were to: (1) investigate the importance of the communicator in teaching health; (2) develop the communication model for use in Health Education; (3) develop and administer the instructional program with accompanying tests; (4) collect and analyze the data and report findings.

An experimental, pretest, randomized-sample treatment and posttest design with four distinct experimental groups was used. Students were introduced to one of the four bases of power (e.g., Legitimate, Referent, Informational, Expert). Subjects were randomly assigned within each class to the four experimental treatment groups. The treatment employed was the introduction to the communicator, an assessment of the perceived credibility of the communicator, and a videotaped presentation of the program, "Stress and Daily Living."

Significant differences in student knowledge acquisition and perceived credibility of the communicator were observed as a function of the power base introduced. Acquisition was highest in the Expert power condition, followed by Informational, Referent and Legitimate. Subjects in the Expert power condition performed significantly ($p < .05$) better than the students in the Legitimate condition. Credibility of the communicator varied as a function of the power base. The subjects in the Expert power group held the highest perceived credibility, followed by the Legitimate, Informational and Referent power conditions. Subjects in the Expert condition perceived the credibility of the communicator to be significantly ($p < .05$) higher than those in the Referent power condition. Students who perceived the communicator to be highly credible, performed better than students who perceived the communicator to be of lower credibility ($p < .05$).

Significant sex differences, as a function of the power base strategy, were not observed. Grade level differences were observed. Students in the tenth grade performed significantly ($p < .05$) better than the seventh grade students.

The results suggest that Expert power is the most effective power for use in the Health Education classroom for the presentation of the content, "Stress and Daily Living." Information and Referent powers and second and third most effective. Research is needed: (1) to determine whether the results are only valuable for initial contact with students, or whether there are long-term effects; (2) to validate the coronary-prone behavior pattern scale to determine whether it predicts coronary heart disease; and, (3) to determine whether the findings in this study are limited by the setting, the type of students or whether they will generalize to other students in other classroom settings and to other content.

ADMINISTRATION AND ASSESSMENT OF A SYSTEMATIC NONVERBAL SKILL TRAINING PROGRAM FOR BEGINNING COUNSELORS

Order No. 8118504

GROTGEN, JOHN FREDERICK, JR., PH.D. *The Florida State University*, 1981. 277pp. Major Professor: Harold F. Cottingham

Problem. The importance of nonverbal communication in the therapeutic communicative interaction between counselor and client is undeniable. Yet, clinical training programs have traditionally been remiss in systematically teaching this vital area of therapeutic interaction. The problem, therefore, was to begin the process of constructing and evaluating a systematic nonverbal skill training program for counselors by administering and assessing a nonverbal skill training program for beginning counselors.

The study hypothesized that beginning counselors receiving the nonverbal skill training program would demonstrate, in a simulated counseling session, significantly more open body postures, more attending body positions, less eye contact breaks, and less self-manipulative hand gestures than would beginning counselors not receiving the nonverbal training program. The study also hypothesized that beginning counselors receiving the training program would discriminate, in a videotaped posttest designed by this experimenter, congruent from incongruent verbal/nonverbal client messages significantly more accurately than beginning counselors not receiving the training program.

Procedures. To test the hypotheses of the study, a control group posttest-only was employed. The subjects were the beginning master's level counselor trainees ($N = 27$) enrolled in the two sections of first quarter prepracticum. Section 01 ($N = 17$) comprised the experimental treatment group and section 02 ($N = 10$) comprised the control group.

Results. Mann-Whitney U tests showed that the experimental treatment group exhibited significantly more ($p < .05$) open body postures and significantly fewer ($p < .001$) self-manipulative hand gestures than the control group. Although the experimental group exhibited fewer ($p < .10$) eye contact breaks than the control group, this difference did not meet $\alpha = .05$. No differences were found between the two groups with respect to body position. The experimental treatment group distinguished congruent from incongruent verbal/nonverbal client messages significantly ($p < .025$) more accurately than did the control group.

Conclusions. It was concluded that the training program is capable of teaching beginning counselors two basic nonverbal counseling skills. These two skills are: (1) the ability to demonstrate specific nonverbal behaviors that can convey the facilitative conditions of counseling, and (2) the ability to discriminate incongruent verbal/nonverbal client messages.

A STUDY OF THE ADMINISTRATIVE TASKS AND FUNCTIONS OF THE DIRECTOR OF BIOMEDICAL COMMUNICATIONS AS PERCEIVED BY THE DIRECTOR AND HIS ADMINISTRATIVE SUPERIOR

Order No. 8118267

HALL, RICHARD STEPHEN, PH.D. *Texas A&M University*, 1981. 167pp. Chairman: Dr. Robert J. Stalcup

The purposes of this study were threefold: (1) to verify and clarify a set of administrative tasks and functions common to directors of biomedical communications, (2) to compare the perceptions of the directors and their administrative superiors regarding the relative frequency that these tasks are performed by directors of biomedical communications relative to a given set of administrative functions, and (3) determine if the administrative tasks and functions verified are congruent with those which have been identified in comparable studies.

To pursue this study, an existing survey instrument was modified, validated by a five member jury of experts, and sent to the membership of the Association of Biomedical Communications Directors and their administrative superiors. The instrument contained a matrix of 24 administrative tasks and five administrative functions. The directors of biomedical communications were asked to rate how frequently they do perform, and how frequently they should perform, the tasks while engaged in each of the five functions. Their administrative superiors were asked to rate how frequently the directors of biomedical communications should perform the tasks relative to the five functions. The effective response rate was 55 percent for the directors and 47 percent for their administrative superiors.

Using analysis of variance, the data were analyzed by computer for significant differences. The findings demonstrated there was a set of 24 administrative tasks that were common to the management of biomedical communications units, academic units, and public broadcast stations. Furthermore, there were noticeable significant differences between how frequently the directors do and should perform the tasks relative to the functions.

Additional test variables (level of education, field of study, staff size, administrative experience, percent of time allocated to administrative functions, and percent of time allocated to technical/operational functions) were used to determine their effect on the performance of the task/function items (cells), and the results indicated that only the last two variables had noticeable significant differences. The perceptions of the director and his administrative superior were found to be very consistent with each other.

Academic administrators and directors of biomedical communications were very consistent with each other in ranking how frequently the tasks and the functions were performed, but comparing the rankings of the directors (frequency of performance) with the rankings of public broadcast station managers (importance), the findings showed that only approximately one half of the tasks were consistent between the two studies.

Based on the findings and conclusions, the following major recommendations were made: (1) Further research with directors of biomedical communications should be extended to (a) determine the relative importance of the tasks and functions, (b) determine how well the directors perform the tasks and functions, (c) determine whether or not the directors actually perform the tasks and functions as they believe they do, and (d) determine the authority that the directors have to perform the tasks and functions. (2) Formal training programs in biomedical communications should be developed, or otherwise modified, to include coursework or experiences preparing prospective directors in the performance of the administrative tasks and functions verified in this study. (3) Continuing education in biomedical communications should take advantage of existing business, educational and/or public administration materials and place greater emphasis on the administrative tasks and functions verified in this study. (4) Administrative internships should be established and maintained to assist the development of capable administrators. (5) Selection processes for administrative positions should include adequate job descriptions and screening procedures to identify applicants with superior skills and experiences in performing the administrative tasks and functions verified in this study.

ANALYSIS OF COMMUNICATION SATISFACTION IN FOUR RURAL SCHOOL SYSTEMS

Order No. 8121582

JONES, JEAN WATTS, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1981. 114pp. Major Professor: James W. Whitlock

Communication satisfaction of secondary educators in Lawrence, Giles, Wayne, and Lewis counties of Tennessee was investigated in this study. The relationship between communication satisfaction and job satisfaction and the relationships between communication satisfaction and selected demographic characteristics were studied. Additionally, the findings of this study were compared to those of Nicholson's 1980 study of an urban area. The 142 respondents, representing 28.8 percent of the population of 493 and 71 percent of the sample of two hundred, consisted of secondary teachers and administrators.

The respondents were asked to complete the Communication Satisfaction Questionnaire (CSQ) developed by Cal W. Downs and Michael Hazen. The CSQ consists of forty items--five questions for each of the eight communication components. The eight communication components are: (a) general organizational perspective, (b) personal feedback, (c) organizational integration, (d) communication with superiors, (e) communication climate, (f) horizontal communication, (g) media quality, and (h) communication with subordinates. The CSQ also asks the respondent to indicate whether he is very satisfied, satisfied, slightly satisfied, indifferent, somewhat dissatisfied, dissatisfied, or very dissatisfied with his job. Downs and Hazen report the reliability of the instrument to be .94. The Personal and School Information sheet was formulated by Jean Nicholson and sought information about selected

demographic characteristics. The data were subjected to correlative and descriptive statistics.

The findings indicated that more respondents were satisfied with the school systems' communications than were dissatisfied. Also a significant relationship was found between job satisfaction and all of the communication components except for Component 8, "communication with subordinates." It should be noted that only administrators responded to "communication with subordinates." "Communication climate" and "personal feedback" were the communication components which had the highest correlation scores with job satisfaction. Additionally, significant levels of correlation were found between communication satisfaction and all six areas of the demographic characteristics of the subjects. However, further analysis determined that the strength of the relationship was weak.

The present study provides limited research on the relationships between communication satisfaction and job satisfaction among secondary educators in four rural county school systems. There is a need for further research among educators from all levels--elementary, secondary; rural, urban; and public and private schools.

A MODEL OF COMMUNICATION IN PROCESS CONSULTATION

Order No. 8121214

LANGE, JONATHAN ISAAC, PH.D. *University of Washington*, 1981. 250pp. Chairperson: Professor Thomas M. Scheidel

This investigation asks if there are identifiable communicative tasks, the performance of which will most likely facilitate successful process consultation. Process consultation (PC) is a mode or approach to consultation that emphasizes human process events, joint diagnosis, and the passing on of skills to the client.

The response to the question is formulated through construction of a model of communication in PC. Task identification follows a phasic modeling process that includes literature review and synthesis, generation of a preliminary framework or model, field research, and construction of the current version of the model. Field research consisted of intensive interviewing and observation of consultants who practice process consultation.

The model identifies a potential of twenty communicative tasks as the activities proper to the following functions of PC: scouting and relational escalation, diagnosis, planning, implementation, evaluation, and relational de-escalation. Each function is characterized by a different rhetorical emphasis. The cyclical nature of process consultation is also modeled.

Communication and persuasion are shown to be central and critical elements of process consultation. Consultation success is dependent on effective communication and persuasion, especially in the earlier phases of PC. Pedagogical, heuristic, and diagnostic applications of the model are suggested, along with recommendations for future research.

PATTERNS OF COMMUNICATION IN SOCIAL STUDIES DISCUSSIONS IN A SIXTH/SEVENTH GRADE CLASSROOM

Order No. 8122985

MACDONALD, JUDITH BROWN, ED.D. *Columbia University Teachers College*, 1981. 173pp. Sponsor: Professor Arno A. Bellack

This research was guided by the point of view that the expression, development, and sharing of ideas are fundamental aspects of classroom learning. This study concerned the verbal interactions of one class of sixth/seventh grade students and their teacher. Specifically, it attempted to analyze patterns of communication between the teacher and students during social studies discussions. This class was selected for study because discussions consisting of the expression, development, and sharing of ideas were an integral part of the social studies curriculum.

The setting of this study was a laboratory school in a graduate college of education. The classroom teacher and school director received their educational training at the college of which the laboratory school is a component. Their views, gathered from five one-hour tape recorded interviews, contributed to the understanding of the context of this study.

The data were collected over a period of 3 1/2 months during which time the social studies curriculum concerned American Colonial history. The topics of the discussions were slavery in Colonial America and the development of an original play about witchcraft in Salem, Massachusetts in the 1600's. The discussions were audio tape recorded and transcribed.

The system used to analyze the data was an adaptation of the Bellack system, using both a quantitative and interpretive approach to the findings. The basic categories of analysis were: speaker (teacher, pupil, and character in play); type of pedagogical move (structuring, soliciting, responding, and reacting); categories of meaning (substantive, functional, procedural, and dramatic discourse).

The following patterns were discernible from an analysis of the discussions: (1) The teacher and pupils made approximately the same number of pedagogical moves or shared responsibility for shaping classroom discourse. (2) The principal move made by both the teacher and the pupils was the reaction, indicating a similarity in their verbal behavior in the classroom. (3) The pupil's participation was more self initiated than teacher solicited as evidenced by the fact that their reactions and solicitations represented more of their discourse than their responses. (4) While the teacher had primarily responsibility for solicitations, her reactions exceeded her solicitations, indicating that she was both a discussion leader and coparticipant in the discussions. (5) Slightly more than 60 percent of all moves were in the substantive categories of meaning. Moves in the functional categories accounted for approximately 30 percent of the discourse. Moves relating to classroom management, or procedural moves, represented less than 10 percent of the discourse.

The results of this study most clearly resembled the findings in a nursery school setting. This similarity may be related to the fact that the college of education of which the laboratory school is a component was originally a nursery school and institute for research in early childhood education. These origins may have had an impact upon the current treatment and education of older children.

AN INVESTIGATION OF THE LEADERSHIP STYLES AND EFFECTIVENESS DIMENSIONS OF PRINCIPALS, AND THEIR RELATIONSHIP WITH READING GAIN SCORES OF STUDENTS IN THE WASHINGTON, D.C., PUBLIC SCHOOLS

Order No. 8121448

MCMAHON-DUMAS, CARMEN ELETHEA, ED.D. *The George Washington University*, 1981. 96pp. Chairperson: Frederick James Brown, Jr.

The study focused on two dimensions of a principal's leadership style. Task Behavior and Relationship Behavior. These were viewed in relationship to the students' performance as reflected in reading test scores for 1978 and 1980 in the public schools of the District of Columbia. A reading teacher and principal from each school participating in the study responded to the Leader Adaptability and Style Inventory questionnaire prepared by Ohio University and tested extensively by the Association for Supervision and Curriculum Development on school leaders across the United States. The instrument presented situations in which administrators had a choice which would be influenced by their educational philosophy. The responses described the administrators' behavior in twelve significant common school situations, as they perceived themselves, and also as the reading teacher perceived them.

The responses were calculated on the style range model provided with the instrument, and the principal's style and effectiveness dimensions were determined. These statistics were coded with the student's reading gain scores gathered from the results of the standardized Comprehensive Test of Basic Skills for 1979 and 1980, using the Statistical Package for the Social Sciences, and analyzed by the computer.

The Task Behavior of the principal referred to the leader's ability to establish well-defined procedures of administration and organization within the school. Relationship Behavior concentrated on effective group interaction where mutual trust, respect, and warmth were key elements utilized by the leader as well as those being led.

Some research has shown that effective leadership enhances the learning process and increases student achievement. Other research finds that a consistent rigid structure organized by the principal is the key element in the improvement of student achievement in reading.

Analysis of the data indicated a significant relationship between the principals' effectiveness and reading gain scores of students in the District of Columbia public schools. There was no significant correlation between leadership styles and gain scores generally.

The study also revealed that school location bore no significant relationship to student performance as seen in the reading gain scores. Another finding from the study was that, in 1980, schools with female principals in the District of Columbia public schools showed an increase in the reading gain scores of their students which was significantly higher than those of students in schools with male principals. Schools with female principals had an average gain of 0.9 or nine months growth, and those with males had an average of 0.3 or three months gain in reading. All principals had been leaders in their respective schools for at least two years.

Principals who scored in the Low Task/Low Relationship leadership dimension showed no correlation with reading gain scores in their schools.

The High Relationship dimension of leadership and effectiveness suggested the most positive relationship with the school's instructional program as viewed through the reading gain scores.

IT'S NOT JUST THE BUS IT'S US: A CASE STUDY OF COMMUNICATION IN THE MASS SERVICE INDUSTRY

Order No. 8115900

MOORE, KERMIT PAUL, PH.D. *Temple University*, 1981. 184pp.

Increasingly, speech scholars are beginning to express concern with the study of groups of people in their natural environments--where they live, work, and spend the bulk of their waking hours. Consideration, by researchers, of the entire matrix of relationships in which individuals find themselves embedded becomes the focus of critical inquiry into these groups.

Research into groups in their natural setting provides the researcher valuable opportunity for the study of socio-cultural permanence and change, as the researcher seeks to specify cultural as well as sociocultural features of the groups. In the process of identifying sociocultural commonalities, according to James Chesebro, noted critic and naturalistic researcher, four primary objectives should guide the inquiry. First, the researcher seeks to capture or identify the central symbols or symbolic system of the community as it is experienced by those in that community, i.e., the controlling communication system of the group. Second, the researcher collects data in the natural settings of the subjects where they carry out their routine daily activities. Third, the researcher functions as both a participant and an observer. Fourth, the researcher attempts to reduce or minimize reactivism as much as possible.

Research into selected groupings of individuals within the community, or of a community as a group, offers several important possibilities for the advancement of our understanding of human communication processes. Of major importance would be the following questions: (1) How do members of a group, especially of a group in which affiliation arises because of economic needs--such as a group of people working in a common plant area or common task--come to form a common symbol system? (2) How does this common symbol system function among the members of such a grouping of people? (3) What control functions does such a symbol system manifest in relation to the daily activities of members of that group? (4) Does the symbol system extend beyond the boundaries of the work group or work area, and if so, in what ways and with what effects upon the non-work aspects of the lives of such individuals? These four broad questions formed the basis of this study. The specific work group selected for observation was the employees of the Greyhound Bus Terminal in Philadelphia, Pennsylvania. The method of study was that of participant observation by the author, who for eight years, from April 1972 until June 1980, spent three years of full-time employment and five years of part-time employment as a member of that group. One full year of that time, roughly corresponding to the calendar year of 1979, the author spent time recording specific data--observations, conversations, incidents--utilizing unobtrusive measures as such events occurred within the natural setting.

Using the five key terms of Kenneth Burke's pentad--scene, act, agency, agent, purpose--as frames through which to interpret data, it was found that the mass service workers of the Greyhound Bus Terminal in Philadelphia, Pennsylvania do share a controlling communication system.

While the study specified communciation dimensions and sociocultural features of the workers within the Greyhound terminal, certain broader sociocultural implications emerged from the data which may not be immediately obvious. Actually, a second, somewhat implicit, research question really motivated the study as well, i.e., are there clashes between different communication systems in the Americal culture?

It appears that at least three different, fairly well defined, communication systems can be said to exist in this culture, roughly corresponding to three major economic units: mass service workers, goods-producers, and professionals.

FRIENDSHIP AS A COMMUNICATIVE ACHIEVEMENT: A THEORY AND AN INTERPRETIVE ANALYSIS OF VERBAL REPORTS

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RAWLINS, WILLIAM KEITH, PH.D. *Temple University*, 1981. 267pp.
Adviser: Arthur P. Bochner

This dissertation presents a developmental theory of dyadic friendship and reports an empirical study that examines and extends parts of the theory. Open-ended interviews were conducted with ten pairs of close friends. Friends were interviewed individually on two occasions and together on a third occasion. An interpretive analysis of subjects' remarks identified two dialectical principles governing the communicative organization of friendship. The dialectic of expressiveness/protectiveness concerns self's decisions to reveal or conceal personal information to other. Self must communicate to develop a close friendship. But in disclosing confidential matters, self becomes susceptible to hurt, and in expressing reactions to other, self uncovers other's vulnerabilities. As a result, a measure of protectiveness must accompany self's expressive communication. By selectively disclosing personal matters, an individual protects self. Self protects other by preserving other's confidences and by exercising restraint in addressing other's sensitive areas. Self's judicious management of the simultaneous tendencies to be expressive *and* protective fosters the development and maintenance of other's trust in self. A prudent handling of the dialectic means that self limits his/her own vulnerability and tries to protect other while still expressing thoughts and feelings.

A consideration of the subjects' conception of trust then leads to an exploration of how the dialectic of expressiveness/protectiveness operates in interpersonal communication between friends. Two informal logics, self's "tolerance of vulnerability" and "likelihood of candor", are then discussed. These terms are descriptive expressions for the gradient of dilemmas engendered by the contradictory impulses to be expressive and protective. Self's tolerance of vulnerability is a function of the need to be open and trust in other's discretion. Self's likelihood of candor in expressing a personal reaction to other, by contrast, depends upon self's need to be honest and the restraint appropriate, given other's sensitivities.

A second dialectic, the freedom to be independent/freedom to be dependent, conceptualizes the patterns of availability and copresence in a close friendship. Friends confront an array of choices in negotiating the amount of time that they spend together and the degree to which they rely upon each other. The freedom to be independent means that each friend may elect to act without considering the other while the other is free to leave that person alone, if solitude is desired. In contrast, the freedom to be dependent signifies that each person is free to request the other's aid while acknowledging the other's liberty to provide or refuse it. Thus, while each person is free to pursue individual interests apart from the other and without the friend's interference or help, each retains the liberty to rely on the other, should it be necessary. In granting each other a combination of these two freedoms, the individuals co-create a basis for patterns of interaction in their relationship that may curtail their individual liberties. This restriction occurs because each individual's options are contingent upon the other's choices. The final chapter of the dissertation discusses pertinent methodological issues regarding the particular investigation and makes suggestions for further research on the dynamics of communication in friendship.

POLITICAL MESSAGE TARGETING AND SYSTEM IMPLEMENTATION: AN ANALYSIS OF EFFECTIVENESS

Order No. 8117481

WEAVER, RUTH ANN, PH.D. *University of Missouri - Columbia*, 1980. 190pp. Supervisor: Dr. James W. Gibson

The majority of research that has been conducted on the effects campaign messages have on voters has dealt with mass media. While clearly relevant, this body of literature fails to present a comprehensive picture of campaign message systems. The current study was undertaken to examine a comparatively recent phenomenon in contemporary American politics: personal contact message systems developed by professional political consultants.

This study was organized around two basic concerns. The first concern dealt with description of the professional consulting agencies and their relationship to the emerging science of campaign communication. Cast against the background of traditional political research on targeting variables and personal voter contacts, the activities of these firms, described in the popular press as a "breakthrough," are examined. Particular emphasis is given in this section to tracing the theoretical bases of the campaign consultants' services.

Three Washington D.C. professional political firms implemented the targeted personal voter contact programs on behalf of gubernatorial candidate Louis Lambert in the October, 1979, Louisiana primary election. The three firms--Matthew Reese and Associates, The Claritas Corporation, and William Hamilton and Associates--have received popular attention for their political message targeting programs. The basis for the claimed advancement is the establishment of a connection between three data forms--Census demography, opinion polling, and electoral history--and the utilization of the combined data to design and deliver personalized messages to varying target groups. The first part of this study describes and analyzes these programs and procedures.

The second and dominant concern of the investigation was description and analysis of the personal voter contact system developed by the professional consultants and implemented in the Louisiana primary. Three critical variables in the political communication process--voter turnout, voter preferences, and volunteer recruitment rates--were used as measurements of effectiveness.

Eight message groups, formed by the consultants on the basis of the three combined data forms, received a series of personal messages. Thematic content varied across the groups; themes were presumably selected to reflect each group's salient issue concerns. The eight groups were compared to one another over time, from before they received any message to the election. 105,058 households comprised the actual contacts in the eight targeted groups.

Aggregate analysis of treatment versus no-treatment areas revealed that with regard to total voter turnout there was no positive effect from the personal contacts. Areas that received no treatments increased their turnout significantly more than any of the treated areas increased theirs.

Both aggregate analysis of treatment versus no-treatment areas, and analysis of individual message groups over time revealed that with regard to voter preferences there was a strong positive impact from the personal contacts. The personal contacts of the selected targets impacted the voters' opinions of Lambert over time and are reflected in the final vote outcome.

Volunteer recruitment, the third effectiveness criteria, is considered a specialty of the Reese operation. It is discussed in terms of diffusion of personal influence, characteristics of volunteers, and comparative message group recruitment rates. There was found a direct relationship between the groups that changed most in terms of favorableness toward Lambert and those that had the most volunteers. Second, predisposition toward the candidate was a poor predictor of volunteerism. Finally, demographic composition of groups was a poor predictor of campaign participation. Traditional stereotypes of characteristics of campaign volunteers were not supported.

Implications for this system in electoral politics are discussed. Potentially the system provides a very real advancement in the process of targeting political audiences. There were some implementation problems that circumvented that potential in the Louisiana campaign.

SOME SOCIOLINGUISTIC ASPECTS OF RELIGIOUS COMMUNICATION

Order No. 8114728

WEBSTER, JONATHAN JAMES, PH.D. *State University of New York at Buffalo*, 1981. 372pp.

Sociolinguistic research techniques and methods of computer analysis have been coordinated in this study of "specialized" communication. Socioculturally-defined groups typically possess a distinctive way of communicating about their specific interests. Functionally speaking, these "specialized" varieties of language are ideally intended to solidify group identity and facilitate communication between members. Realistically, however, such varieties seem to promote a fragmented society by preventing an outsider's access to a group's acquired insight. Moreover, a group's efforts to share their ideas and discoveries to those outside of the group may be futile because of obstacles to clear and effective communication resulting from their peculiar manner of expression.

The Religious Language Survey is the title of a multiple-task research design implemented for the purpose of discovering the association between socio-religious background variables and the lexico-semantic and stylistic variation characteristic of religious communication. Folk definitions elicited from survey participants underwent a series of tests designed to measure linguistic solidarity within and linguistic distance between represented localized units. At the macro-level, sociolinguistically defined clusters, i.e. local congregations in proximity to one another linguistically, are compared with folk-ways of identifying a shared religious identity, e.g. denominations, cross-denominational movements. While at the micro-level we have attempted to identify those socio-religious variables which set apart micro-units within the macro-grouping and thus may be associated with decreasing levels of intra-group linguistic solidarity.

The rhetorical impact of religious communication between members of different subsystems was investigated by analyzing the responses of listeners from selected socio-religious backgrounds to sample texts of religious communication. Source-identification analysis led to the discovery of those thematic and linguistic aspects of the message which correlate with listeners' attitudes toward the message presentation and signal a difference in the socio-religious background of the speaker. Attitude measures in the survey included listeners' subjective judgements regarding lexico-semantic and stylistic similarity as well as their responses for a set of semantic differential rating scales.

This study has had as one of its major objectives the development and refinement of the methodological means necessary for describing those usage rules governing the appropriate use of a given group's technical vocabulary and style of expression. In other words, we have endeavored to discover the system of rules underlying the sociolinguistic competence of members of a socially-defined group; as Dell Hymes has stated, "it is a question of what a foreigner must learn about a group's verbal behavior in order to participate appropriately and effectively in its activities" (1970:101).

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